

# Michigan's English Language Arts Content Standards, Benchmarks, and Grade Level Content Expectations

## Aligning the Grade Level Content Expectations with the Michigan Curriculum Framework Content Standards and Benchmarks

### A Guiding Rubric

#### Exemplary Alignment

- The expectations are identified clearly in both statements by highlighting key concepts and processes.
- The alignment displays linguistic spillover across statements.
- The alignment shows agreed upon definitions of the key concepts and processes and can be explained. (examples, references).
- Both statements will be interpreted and understood in the same way.

#### Credible Alignment

- Expectations are identified in each statement but may be embedded or inferred from one to another; a minor number of concepts and processes are highlighted.
- Statements are aligned, but may be stated differently in different places.
- The definitions of concepts and processes from one statement to another may have slight variation within the field (ex: leveling, genre)
- One or both statements need further explanation in order to be understood consistently.

#### New Items

- Key concepts and processes in each statement are not clearly matched.
- Language used in each statement (benchmark/Grade Level Content Expectation) is noticeably different.
- May be multiple ways to interpret the statements.

**MICLIMB can be used as a resource document for more information on the  
Michigan Curriculum Framework: Content Standards and Benchmarks.**

MDE ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENT EXPECTATIONS

**R = Reading; W = Writing; S = Speaking; L = Listening/Viewing**

WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension; MT = Metacognition; CS = Critical Standards; AT = Attitude; GN = Genre; PR = Process; PS = Personal Style; GR=Grammar and Usage; SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response

EARLY ELEMENTARY  
Kindergarten  
MEANING AND COMMUNICATION

**Content Standard 1:**

All students will read and comprehend general and technical material.

**Early Elementary (K-2) Benchmark 1**

Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.

Grade: Kindergarten (0) Grade

Exemplary Alignment	
GLCE Code	GLCE Description
R.CM.00.06	• Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts.
R.AT.00.01	• Become enthusiastic about reading and learning how to read.
R.AT.00.02	• Choose books, book activities, word play, and writing on their own during free time in school and at home.
Credible Alignment	
GLCE Code	GLCE Description
R.NT.00.01	• Become familiar with and respond thoughtfully to classic and contemporary literature —recognized for quality and literary merit —reflecting our common heritage as well as cultures from around the world.
R.NT.00.02	• Identify a variety of narrative genre including —stories —nursery rhymes —poetry —songs.
R.NT.00.03	• Discuss simple story elements in narrative text —setting —characters —events.
R.NT.00.04	• Identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters.
R.IT.00.01	• Identify a variety of informational genre —environmental text —concept books —picture books.

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Credible Alignment cont.	
GLCE Code	GLCE Description
R.IT.00.02	<ul style="list-style-type: none"> <li>• With teacher guidance, discuss informational text patterns                             <ul style="list-style-type: none"> <li>—sequential</li> <li>—descriptive.</li> </ul> </li> </ul>
R.IT.00.03	<ul style="list-style-type: none"> <li>• Explain how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in                             <ul style="list-style-type: none"> <li>—descriptive (definitions, enumeration)</li> <li>—sequential (directions, steps, procedures) organizational patterns.</li> </ul> </li> </ul>

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EARLY ELEMENTARY  
Kindergarten  
MEANING AND COMMUNICATION

**Content Standard 1:**

All students will read and comprehend general and technical material.

**Early Elementary (K-2) Benchmark 2.**

Read with developing fluency a variety of texts, such as stories, poems, messages, menus and directions.

Grade: Kindergarten (0) Grade

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.00.06	• Recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically.
R.WS.00.07	• Recognize a few of the 220 Dolch basic sight vocabulary automatically.
R.FL.00.01	• Apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.
Credible Alignment	
GLCE Code	GLCE Description
R.WS.00.04	• Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.
R.WS.00.09	• Narrow possibilities in predicting words using —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).

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EARLY ELEMENTARY  
Kindergarten  
MEANING AND COMMUNICATION

**Content Standard 1:**

All students will read and comprehend general and technical material.

**Early Elementary (K-2) Benchmark 3.**

Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting and generating questions.

Grade: Kindergarten (0) Grade

Exemplary Alignment	
GLCE Code	GLCE Description
R.MT.00.01	• Self-monitor comprehension when reading familiar grade level appropriate text.
R.MT.00.02	• Use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations.
Credible Alignment	
GLCE Code	GLCE Description
R.WS.00.09	• Narrow possibilities in predicting words using —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).
R.WS.00.10	• Know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed).
R.WS.00.11	• In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.
R.CM.00.01	• Activate prior knowledge.
R.CM.00.02	• Connect personal knowledge and experience to ideas in texts.
R.CM.00.03	• Retell up to three events from familiar text using their own words or phrasing.
R.CM.00.04	• Begin to make text-to-self and text-to-text connections and comparisons.

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EARLY ELEMENTARY  
Kindergarten  
MEANING AND COMMUNICATION

**Content Standard 1:**

All students will read and comprehend general and technical material.

**Early Elementary (K-2) Benchmark 4.**

Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.

Grade: Kindergarten (0) Grade

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.00.01	• Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
R.WS.00.02	• Recognize that words are composed of sounds blended together and carry meaning.
R.WS.00.03	• Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.
R.WS.00.04	• Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.
R.WS.00.05	• Begin to associate letters and sounds, particularly initial and final consonants.
R.WS.00.09	• Narrow possibilities in predicting words using —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).

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SAMPLE



MICHIGAN DEPARTMENT OF EDUCATION • K-4 MATHEMATICS Grade Level Content Expectations Aligned with Michigan Curriculum Framework Content Standards and Benchmarks

Strand IV: Number Sense and Numeration

Standard 1: Concepts and Properties of Numbers - Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for the existence of different sets of numbers, and investigate properties of special numbers.

- Key Ideas
1. An intuitive quantitative sense develops from students' investigations of numbers and their properties.
  2. A solid understanding of the numeration system is essential for later success with calculations.
  3. Important properties provide students with deeper insight into numbers and their uses.
  4. Numeration systems become most useful as students use them to model and describe problems.

Elementary Benchmark	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p>	<p><b>Count, write, and order numbers</b>  <b>N.ME.00.01</b> Count whole numbers and recognize how many objects are in sets to 30.  <b>N.ME.00.02</b> Use one-to-one correspondence to compare and order sets of objects to 30 using such phrases as "same number", "more than", or "less than"; use counting and matching.  <b>N.ME.00.03</b> Compare and order numbers to 30 using phrases such as "more than" or "less than."  <b>N.ME.00.04</b> Read and write numerals to 30 and connect them to the quantities they represent.</p>	<p><b>Count, write, and order numbers</b>  <b>N.ME.01.01</b> Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.  <b>N.ME.01.02</b> Read and write numbers to 110 and relate them to the quantities they represent.  <b>N.ME.01.03</b> Order numbers to 110; compare using the phrases: same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.  <b>N.ME.01.04</b> Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.  <b>N.ME.01.05</b> Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.  <b>N.ME.01.06</b> Count backward by 1's starting from any number between 1 and 100.  <b>Explore place value</b>  <b>N.ME.01.07</b> Compose and decompose numbers to 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.</p>	<p><b>Count, write, and order whole numbers</b>  <b>N.ME.02.01</b> Count to 1000 by 1's, 10's, and 100's starting from any number in the sequence.  <b>N.ME.02.02</b> Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent.  <b>N.ME.02.03</b> Compare and order numbers to 1000; use the symbols &gt; and &lt;.  <b>N.ME.02.04</b> Count orally by 3's and 4's starting with 0, and by 2's, 5's, and 10's starting from any number.  <b>Understand place value</b>  <b>N.ME.02.05</b> Express numbers up to 1000 using place value, e.g., 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials.  <b>Work with unit fractions</b>  <b>N.ME.02.18</b> Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math> by folding strips.  <b>N.ME.02.19</b> Recognize, name, and write commonly used fractions:  <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{4}</math>.  <b>N.ME.02.20</b> Place 0 and halves, e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, on the number line; relate to a ruler.  <b>N.ME.02.21</b> For unit fractions from <math>\frac{1}{12}</math> to <math>\frac{1}{12}</math>, understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare unit fractions from <math>\frac{1}{12}</math> to <math>\frac{1}{12}</math>.  <b>N.ME.02.22</b> Recognize that fractions such as <math>\frac{2}{3}</math> and <math>\frac{4}{4}</math> are equal to the whole (one).</p>	<p><b>Understand and use number notation and place value</b>  <b>N.ME.03.01</b> Read and write numbers to 1,000,000; relate them to the quantities they represent; compose and order.  <b>N.ME.04.02</b> Compose and decompose numbers using place value to 1,000,000's, e.g., 25,068 is 2 ten thousands, 5 thousands, 0 hundreds, 6 tens, and 8 ones.  <b>N.ME.04.03</b> Understand the magnitude of numbers up to 1,000,000; recognize the place value's of numbers, and the relationship of each place value to the place to its right, e.g., 1,000 is 10 hundreds.  <b>Read, interpret and compare decimal fractions</b>  <b>N.ME.04.15</b> Read and interpret decimals up to two decimal places; relate to money and place value decomposition.  <b>N.ME.04.16</b> Know that terminating decimals represent fractions whose denominators are 10, 10 x 10, 10 x 10 x 10, etc. e.g., powers of 10.  <b>N.ME.04.17</b> Locate tenths and hundredths on a number line.  <b>N.ME.04.18</b> Read, write, interpret, and compare decimals up to two decimal places.  <b>N.ME.04.20</b> Understand fractions as parts of a set of objects.</p>	<p><b>Understand and use number notation and place value</b>  <b>N.ME.03.01</b> Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.  <b>N.ME.03.02</b> Recognize and use expanded notation for numbers using place value to 10,000's place, e.g., 2,517 is 2 thousands, 5 hundreds, 1 ten, and 7 ones; 4 hundreds and 2 ones is 402; identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place.  <b>N.ME.03.03</b> Compare and order numbers up to 10,000.  <b>Count in steps, and understand even and odd numbers</b>  <b>N.ME.03.04</b> Count orally by 6's, 7's, 8's, and 9's starting with 0, making the connection between repeated addition and multiplication.  <b>Understand simple fractions, relation to the whole, and addition and subtraction of fractions</b>  <b>N.ME.03.16</b> Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms "numerator" and "denominator."  <b>N.ME.03.17</b> Recognize, name and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.  <b>N.ME.03.18</b> Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.</p>



MICHIGAN DEPARTMENT OF EDUCATION • 5-8 MATHEMATICS Grade Level Content Expectations Aligned with Michigan Curriculum Framework Content Standards and Benchmarks

Strand IV: Number Sense and Numeration

Standard 1: Concepts and Properties of Numbers - Students experience counting and measuring activities to develop intuitive sense about properties of numbers, understand the need for the existence of different sets of numbers, and investigate properties of special numbers.

- Key Ideas
1. An intuitive quantitative sense develops from students' investigations of numbers and their properties.
  2. A solid understanding of the numeration system is essential for later success with calculations.
  3. Important properties provide students with deeper insight into numbers and their uses.
  4. Numeration systems become most useful as students use them to model and describe problems.

Middle School Benchmark	Grade 5	Grade 6	Grade 7	Grade 8
1. Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimal form.	<p><b>Understand fractions as division statements; find equivalent fractions</b>  <b>N.ME.05.10</b> Understand a fraction as a statement of division, e.g., <math>2 \div 3 = \frac{2}{3}</math>, using simple fractions and pictures to represent.</p>	<p><b>Represent rational numbers as fractions, or decimals</b>  <b>N.ME.06.06</b> Represent rational numbers as fractions or terminating decimals when possible, and translate between these representations.  <b>N.ME.06.07</b> Understand that a fraction or a negative fraction is a quotient of two integers, e.g., <math>-\frac{8}{3}</math> is <math>-8</math> divided by <math>3</math>.</p> <p><b>Understand rational numbers and their location on the number line</b>  <b>N.ME.06.17</b> Locate negative rational numbers (including integers) on the number line; know that numbers and their negatives add to 0, and are on opposite sides and at equal distance from 0 on a number line.  <b>N.ME.06.18</b> Understand that rational numbers are quotients of integers (nonzero denominators), e.g., a rational number is either a fraction or a negative fraction.</p>		<p><b>Understand real number concept</b>  <b>N.ME.08.03</b> Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals.</p> <p>e.g. <math>0.\overline{1} = \frac{1}{9}</math>; <math>0.\overline{3} = \frac{1}{3}</math>.</p>
2. Extend their understanding of numeration systems to include decimal numeration, scientific numeration and non-decimal numeration systems.		<p><b>Use exponents</b>  <b>N.ME.06.16</b> Understand and use integer exponents, excluding powers of negative numbers; express numbers in scientific notation.</p>	<p><b>Recognize irrational numbers</b>  <b>N.MR.07.06</b> Understand the concept of square root and cube root, and estimate using calculators.</p>	<p><b>Understand real number concepts</b>  <b>N.ME.08.01</b> Understand the meaning of a square root of a number and its connection to the square whose area is the number; understand the meaning of a cube root and its connection to the volume of a cube.  <b>N.ME.08.02</b> Understand meanings for zero and negative integer exponents.</p>



## Welcome to the Michigan Grade Level Content Expectations Companion Documents CD Package

The following documents provide support to the Michigan Grade Level Content Expectations that are currently being implemented in schools across the state. These documents are the result of a process that included many classroom teachers, curriculum specialists and administrators from intermediate and local school districts around the state, as well as representatives from professional organizations, higher education and Michigan Department of Education staff.

### *In this CD you will find:*

- ❑ ***English Language Arts 6.04 Grade Level Content Expectations***
  - ELA K-8 GLCE Documents
  - Covers
  - Letter from Tom Watkins and Mrs. Kathleen Straus
  - Board of Education List
  
- ❑ ***Mathematics 6.04 Grade Level Content Expectations***
  - Mathematics K-8 GLCE Documents
  - Covers
  - Letter from Tom Watkins and Mrs. Kathleen Straus
  - State Board of Education Member List
  
- ❑ ***English Language Arts Companion Documents***
  - GLCE and Michigan Curriculum Framework Alignment
  - GLCE and MLPP Alignment
  - GLCE and MiCLASS Alignment
  - GLCE and Reading First/LTRS Alignment
  - Covers
  - Letter from Dr. Jeremy Hughes
  - State Board of Education Member List

❑ *Mathematics Companion Documents*

GLCE and Michigan Curriculum Framework Alignment K-4  
GLCE and Michigan Curriculum Framework Alignment 5-8  
Looking Across the Grades Document  
Covers  
Letter from Dr. Jeremy Hughes  
State Board of Education Member List

❑ *Parent Companion Documents*

K-2 A Parent Guide to Mathematics GLCE  
K-2 A Parent Guide to English Language Arts GLCE  
Covers  
Customizable Parent Letter from School Principal

❑ *Professional Development Module*

Activities  
Question and Answer Document

All of the above documents are posted on the following websites:

[www.michigan.gov/mde](http://www.michigan.gov/mde)

[www.learnport.org](http://www.learnport.org)

As additional companion documents are developed, they will be posted.

If you would like extra copies of this CD or have questions about the GLCE, please contact:

Betty Underwood, Assistant Director  
Office of School Improvement  
Curriculum and Instruction Unit  
Michigan Department of Education  
517-241-4285  
[underwoodb@michigan.gov](mailto:underwoodb@michigan.gov)

We hope these documents help in your dissemination efforts! Thank you for your continued feed back and support.